

**IMPROVING STUDENTS' READING COMPREHENSION BY USING
PEER TUTORING STRATEGY AT GRADE X.12 OF SMA N 2 SOLOK**

THESIS



By

EKO ASIYAMTO

NIM. 1209451

*Submitted as partial fulfillment of the requirements
to obtain a degree in Master of Education*

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2015**

ABSTRAK

Eko Asiyamto, 2015. Meningkatkan Pemahaman Membaca Siswa Dengan Menggunakan Strategi Peer Tutoring Pada Siswa Kelas X.12 SMA N 2 Solok. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dengan menggunakan Strategi Peer Tutoring pada siswa kelas X.12 SMA N 2 Solok. Di samping itu, penelitian ini juga untuk menemukan faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa melalui strategi Peer Tutoring. Penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan partisipan penelitian siswa kelas X.12 yang terdiri dari tiga puluh dua siswa. Instrument yang digunakan dalam mengumpulkan data adalah hasil tugas, tes pemahaman bacaan, observasi (catatan lapangan), dan interview. Penelitian ini terdiri dari 15 kali pertemuan dalam 3 siklus. Masing-masing siklus menerapkan empat tahap yaitu perencanaan, pelaksanaan, pengamatan dan refleksi. Hasil temuan dari tiga siklus dalam penelitian ini menunjukkan bahwa pemahaman membaca siswa meningkat dengan menerapkan strategi Peer Tutoring. Peningkatannya dapat dilihat dari hasil rata-rata nilai tes siswa pada siklus pertama 68.75 meningkat pada siklus kedua menjadi 75.78 dan pada siklus ketiga meningkat menjadi 78.98. penelitian ini juga menemukan beberapa faktor yang mendukung meningkatnya pemahaman membaca siswa dengan strategi Peer Tutoring yakni materi yang relevan dengan pengetahuan siswa, media yang sesuai, aktifitas kelas, manajemen kelas, pendekatan mengajar, strategi guru, dan penghargaan yang diberikan guru kepada siswa. Dari penjelasan di atas, dapat disimpulkan bahwa dengan menggunakan strategi Peer Tutoring dapat meningkatkan pemahaman membaca siswa. Diharapkan penelitian ini dapat memberikan sumbangan dan masukan bagi guru-guru bahasa Inggris dalam pembelajaran membaca.

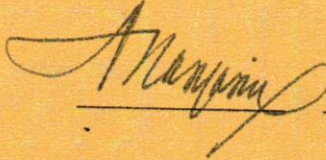
ABSTRACT

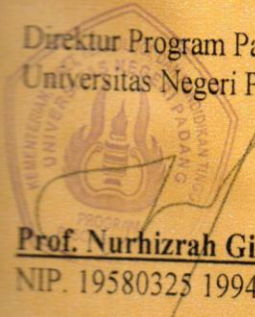
EKO ASIYAMTO, 2015. Improving Students' Reading Comprehension by Using Peer Tutoring Strategy at X.12 of SMA N 2 Solok. Thesis. Graduate Program. State University of Padang.

The purpose of this research is to improve the students' reading comprehension by using Peer Tutoring Strategy at grade X.12 SMA N 2 Solok and to find out the factors that influence the changes of the students' reading comprehension by using Peer Tutoring Strategy. This research was the Classroom Action Research (CAR). The participants were the students at grade X.12 that consisted of 32 students. The instruments used to collect data in this research were task, test, observation sheet (field note), and interview which were used to see the development of students' reading comprehension by using Peer Tutoring Strategy. This research consisted of 15 meetings of 3 cycles. Each cycle applied plan, action, observation and reflection. The findings of this research showed that the students' reading comprehension at grade X.12 of SMA N 2 Solok improved by using Peer Tutoring Strategy. The improvement could be seen from the result of the students' reading comprehension at the first cycle was 68.75. It increased on the second cycle 75.78 and on the third cycle 78.98. The improvement was influenced by several factors such as material, media, classroom activities, classroom management, teacher approach, teacher's strategy, and reward. From the explanation above, it can be concluded that by applying Peer Tutoring Strategy, the students' reading comprehension could be improved. Hopefully, this research could be significant input for English teachers in teaching reading.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Eko Asiyamto*
NIM. : 1209451

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. H. Anas Yasin, M.A.</u> Pembimbing I		<u>10-9-2015</u>
<u>Dr. Desmawati Radjab, M.Pd.</u> Pembimbing II		<u>3-9-2015</u>

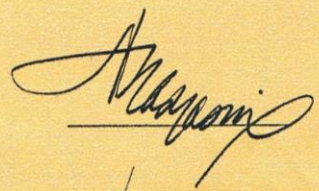
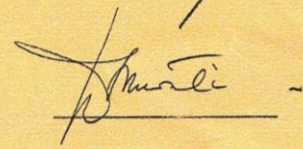
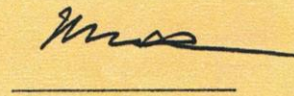
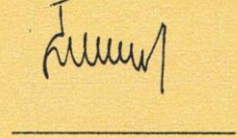

Direktur Program Pascasarjana
Universitas Negeri Padang

Prof. Nurhizrah Gistituati, M.Ed., Ed.D.
NIP. 19580325 199403 2 001

Ketua Program Studi/Konsentrasi


Dr. Desmawati Radjab, M.Pd.
NIP. 19501231 197703 2 002

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. H. Anas Yasin, M.A.</u> (Ketua)	
2	<u>Dr. Desmawati Radjab, M.Pd.</u> (Sekretaris)	
3	<u>Prof. Dr. H. Mukhaiyar</u> (Anggota)	
4	<u>Dr. Hamzah, M.A., M.M.</u> (Anggota)	
5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Eko Asiyamto*

NIM. : 1209451

Tanggal Ujian : 4 - 8 - 2015

SURAT PERNYATAAN

Dengan ini menyatakan bahwa:

1. Karya tulis saya, thesis dengan judul “Improving Students’ Reading Comprehension by Using Peer Tutoring Strategy at Grade X.12 of SMA N 2 Solok” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali arahan tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai referensi di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, Agustus 2015

Saya yang menyatakan



EKO ASIYAMTO

NIM. 12 09 451

ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin, I addresses my great and thankfulness to Allah SWT who has given His opportunity, health, and willingness so that he could finish his thesis entitled “Improving Students’ Reading Comprehension by Using Peer Tutoring Strategy at grade X.12 of SMA N 2 Solok”. In completing my thesis, I have obtained plenty guidance, helps, and valuable advices as well as critics from many people. In this occasion, I would like to express my sincere gratitude and special thanks to the following individuals:

1. Prof. Dr. H. Anas Yasin, M.A, and Dr. Desmawati Radjab, M.Pd as the advisors who have given valuable inputs, guidances, supports, and time so that I could finish my thesis.
2. Prof. Dr. H. Mukhaiyar, M.Pd, Prof. Dr. Gusril, M.Pd and Dr. Hamzah, M.A. M.M, as the examiners who have given valuable contributions and suggestions to the completion of this thesis.
3. The researcher also thank to collaborator who has given contribution in this thesis.

Padang, Juni 2015

The researcher,

Eko Asiyanto

NIM: 1209451

TABLE OF CONTENTS

	Page
ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR THESIS	iii
PERSETUJUAN KOMISI UJIAN TESIS	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF GRAPHICS	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	6
C. Focus of the Problem	7
D. Research Question	7
E. Purpose of the Research.....	7
F. Significance of the Research	8
G. Definition of the key terms	8
CHAPTER II REVIEW OF THE RELATED LITERATURE	9
A. Review of the Related Theories	9
1. Reading Comprehension	9
a. Concept of Reading Comprehension	9
b. Teaching Reading Comprehension	11
c. Assessing Reading Comprehension	13
2. Peer Tutoring Strategies	17
a. Concept of Peer Tutoring Strategy	17

b. Peer Tutoring Strategy in Teaching Reading	
Comprehension	19
3. Factors that influence teaching and learning process	21
B. Review of the Related Findings	24
C. Conceptual Framework	28
CHAPTER III METHOD OF THE RESEARCH	30
A. Type of the Research	30
B. Participants	31
C. Setting	31
D. Types of Data	31
E. Instrument of the research.....	32
F. Technique of Data Collection.....	38
G. Technique of Data Analysis.....	39
H. Procedure of the Research.....	40
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	64
A. Research Findings	64
1. Extent to which Peer Tutoring improved the students' Reading Comprehension	65
2. Factors that influence the Change of the Students' Reading Comprehension Through Peer Tutoring Strategy	102
B. Discussion	183
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	188
A. Conclusion	188
B. Implication	191
C. Suggestion	191
BIBLIOGRAPHY	193
APPENDICES.....	197

LIST OF TABLES

	Page
Table 1 : Indicator Reading Comprehension	16
Table 2 : The Indicator of Reading Comprehension Texts	33
Table 3 : Field Notes	36
Table 4 : Interview	37
Table 5 : The Schedule of Teaching and Learning in Cycle 1	42
Table 6 : The Activities of Teaching and Learning in Applying Peer tutoring in Cycle 1.....	42
Table 7 : The Schedule of Teaching and Learning in Cycle 2	48
Table 8 : The Activities of Teaching and Learning in Applying Peer tutoring in Cycle 2.....	49
Table 9 : The Schedule of Teaching and Learning in Cycle 3.....	56
Table 10 : The Activities of Teaching and Learning in Applying Peer tutoring in Cycle 3.....	57

LIST OF FIGURES

	Page
Figure 1 : The Conceptual Framework.....	29
Figure 2 : The Action Research Procedures	40

LIST OF GRAPHICS

	Page
Graph 1 : Result of the Groups' Score on Reading Task 1 Cycle 1	69
Graph 2 : Result of the Groups' Score on Reading Task 2 Cycle 1	72
Graph 3 : The Description of the Reading Comprehension Every Meeting in Cycle 1.....	75
Graph 4 : The Comparison of Reading Comprehension between Pre Cycle and Cycle 1.....	77
Graph 5 : The Result of the Groups' Score on Reading Task 1 Cycle 2	81
Graph 6 : The Result of the Groups' Score on Reading Task 2 Cycle 2	83
Graph 7 : The Average Score on Reading Task on Cycle 1 and Cycle 2	84
Graph 8 : The Score on Reading Task on Every Meeting in Cycle 2.....	85
Graph 9 : The Average Score of Reading Comprehension.....	88
Graph 10 : The Result of the Groups' Score on Reading Task 1 Cycle 3	93
Graph 11 : Result of the Groups' Score on Reading Task 2 Cycle 3	95
Graph 12 : The Average Score on Reading Task on Cycle 1, 2, and 3	96
Graph 13 : The Average Score on Reading Task on Every Meeting in Cycle 3.....	97
Graph 14 : The Average Score of Reading Comprehension.....	99
Graph 15 : The Description of the Reading Comprehension in Every Cycle	100
Graph 16 : The Score of Task on every cycle.....	101
Graph 17 : The Result of The Groups' Score on Reading Task 1 Cycle 1	116
Graph 18 : The Result of The Groups' Score on Reading Task 2 Cycle 1	128
Graph 19 : The Result of The Groups' Score on Reading Task 1 Cycle 2	143
Graph 20 : The Result of The Groups' Score on Reading Task 2 Cycle 2	154
Graph 21 : The Average Score on Reading Task in Cycle 1 and Cycle 2	155
Graph 22 : The Result of The Groups' Score on Reading Task 1 Cycle 3	170
Graph 23 : The Result of The Groups' Score on Reading Task 2 Cycle 1	181

LIST OF APPENDICES

	Page
Appendix 1 : Silabus.....	197
Appendix 2 : RPP	203
Appendix 3 : Lesson Plan Cycle 1 Meeting 1	214
Appendix 4 : The Worksheet Task 1 Meeting 1	218
Appendix 5 : Lesson Plan Cycle 1 Meeting 3	221
Appendix 6 : Lesson Plan Cycle 1 Meeting 4	225
Appendix 7 : The Worksheet Task 2 Cycle 1	228
Appendix 8 : The Worksheet Task 3 Cycle 1	231
Appendix 9 : The Worksheet Task 4 Cycle 1	234
Appendix 10: Quiz 1 Reading Comprehension Test 1 Meeting 5 Cycle 1	237
Appendix 11: The Worksheet Task 1 Cycle 2	249
Appendix 12: The Worksheet Task 2 Cycle 2	254
Appendix 13: The Worksheet Task 3 Cycle 2	258
Appendix 14: The Worksheet Task 4 Cycle 2	264
Appendix 15: Quiz 2 Reading Comprehension Test 2 Meeting 5 Cycle 2.....	270
Appendix 16: The Worksheet Task 1 Cycle 3	292
Appendix 17: The Worksheet Task 2 Cycle 3	298
Appendix 18: The Worksheet Task 3 Cycle 3	302
Appendix 19: The Worksheet Task 4 Cycle 3	308
Appendix 20: Quiz 3 Reading Comprehension Test 3 Meeting 5 Cycle 3.....	311
Appendix 21: Students Activities	321
Appendix 22: Field Notes	322
Appendix 23: The Observation Checklist.....	327
Appendix 24: The Factors Influences Checklist for Students' Activities	328
Appendix 25: The Result of Students' Reading Comprehension	329

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is the activities mostly done in learning process, because the materials studied in Senior High School are commonly in the form of written text. In reading competence, the students should comprehend what the texts about. Reading is a language process that needs one's ability to understand and know the information provided in the passage. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of language), and comprehension. Reading text is now an important way for the general population in many societies to access information and make meaning.

By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader. The students couldn't just read text books in their daily life. They will read each various materials such as novel, fiction, and poetry. They should know why they read each one, what they want to get from it, and how they read it.

Reading is a process that is used of the readers to get information based on what is their read. In reading process, the reader does not only have to understand the meaning of word by word, but he also needs to comprehend the

whole meaning of the text. Furthermore, the reader will get knowledge, information, tips, ideas, sequence of events and details.

To be good reader, someone should have more requirements as follow: First, he or she should know what she or he read. Someone has to able to get the general meaning of passage, differentiated between fact and opinion, drawn the conclusion of the text. Second, a good reader should know her or his purpose in reading. The reader read short stories and poetry because they are the most enjoyable to read if she or he know how to read them. Third, motivation is also an important thing in reading; therefore, the reader can enjoy her or his reading.

Based on the writers' teaching experience who has been teaching English at the students at grade X.12 SMA N 2 Solok, many students of them, especially grade X.12 have low comprehension in reading activities during the learning process. It is proved by the fact that only 20 % of the students got 75, 20 % got 60, 30 % got 50 and 30 % got below 50 during the first semester test. It is also indicated by the students' attitude toward reading or the interest of students in reading. Most of them are reluctant to pay serious attention to the text they are reading. They just glance at the point they think they know or at the picture if it is available on the text. They do not show their eagerness or curiosity to comprehend the text even a part of it. As a result, they are not able to capture the gist or ideas that the writer really means. Of course these situations make them fail to comprehend the texts.

Another fact is the quality of students' homework or takes home exercises related to the reading text. When they are collected and checked, it is

found that some students do a part, some others do not do at all, and the rest do all but full of mistakes. Accordingly, only 30 % of the students got better mark (75-85) and 70 % got below 70.

The condition shows that the students are lack of reading comprehension. Most of them can't understand what to do. They get difficulty to catch the writer's messages. Some of the students are unable to answer even the simplest questions, even though the answers are in the words they pronounce. Others stumble over many of the words for the ones that appear in the text.

The researcher assumes that this condition is caused by several factors. Firstly, it is the lack of student's interest in reading the printed media. The influence of electronic media such as radio, tv, or tape recorder which directly give them information without reading has been the main cause. Those media attract their interest more on listening rather than on reading, so that they are reluctant to do reading activity either in the classroom or outside of the class. Accordingly, the students' interest of reading becomes lower and lower because they are lazy and not motivated to read.

Secondly, it is related to the time provided for reading activities in the process of learning. Senior high school level generally has 4x45 minutes a week for English subject, and most teachers usually prepare not more than 1x45 minutes for reading activities, while the others are for speaking, listening, and writing. In other words, the students do not have enough time to practice their ability to read. So the students are not motivated and trained to enrich their reading skill.

The third factor is concerned on student's linguistic competence. In this term, the main cause of the failure of reading comprehension is the students' lack of vocabulary. Vocabulary which is the smallest part of the sentence construction is very useful and needed in reading a text. It is a basic and important skill for the reader to comprehend the text. Without having enough vocabulary it is impossible for the students to understand the text well. They will absolutely be depended on dictionary to find out the meaning, so skimming or scanning cannot be applied, and their reading ability is not well trained. Although some of them have high interest in reading, but they are not skilled in reading comprehension. They are not trained to predict the meaning of new vocabulary based on the contexts. Most of them do not have any idea about what certain words refer to, and they often fail to identify the text organization to connect one paragraph with another. All of these ignorance do not activate the students' background knowledge/schemata to comprehend the texts, so that the reading activities are meaningless.

The next factor is related to the teacher strategy of teaching reading. Teachers generally have the students to read the whole text loudly, either individually or by taking turns. While one is reading the others are just listening and following the sequence of sentence being read without getting some ideas from the text. They just concern on the sentences being read because they wait for their turn to say the sentences and do not want to lose the good turn. If they lose it their friends will laugh at them or teacher will punish them. When the students finish reading, the teacher explains some difficult words and translates them into Indonesian. After that students are asked to answer some questions related to the

text. This way never changes from time to time so that the students feel bored and reluctant to read or comprehend the texts maximally.

The last factor is dealing with the materials of reading used by teacher. Some of the reading materials available in the resources are not interesting for students. It is hard for them to comprehend because the texts sometimes consists of more than five full-idea paragraphs which are dense of certain issues like, political, technology, sport and many others. The teacher rarely gives the text which attracts student's attention and entertains them in their busy activities. The students are fed up with the ideas in the texts and lazy to analyze them. As a result the students are not motivated to read or comprehend the texts.

Related to those problems and difficulties in teaching reading, the researcher tries to teach by using another approach to be used in the process of teaching reading. It is called peer tutoring strategy that can be as an alternative in teaching reading. By using peer tutoring it hopes the students more actives, more responsible and get a good teamwork. Hopefully, peer tutoring strategy would increase students' willingness to read and motivate them to improve their competence in reading and approximately 60 % of students would get above MAC. Peer tutoring strategy is a strategy in language learning which learners correct each other, rather than the teacher doing this. The text taken was texts which was relevant to the material of semester 2 of Senior High School based on 2006 curriculum.

B. Identification of the Problem

In KTSP Curriculum, the aim of learning English is to develop students' ability in listening, speaking, reading, and writing. In relation to reading, Senior high School students still have low ability in comprehending the reading texts. They have difficulties in answering the comprehension questions such as: in identifying the topic, identifying main idea, supporting detail and the generic structure of the texts.

When the researcher gives the materials about reading texts, some students can't identify the topic, can't find the main idea especially if the main idea is implied. Additionally, the students also get difficulties in finding the details (if the answers need the reason or explanation) and can't identify the orientation, sequence of events and reorientation of recount texts. The problem above occurred because the teacher use inappropriate technique in teaching reading comprehension to the students, so make them hard to comprehend of the text. In order the students' comprehend can increase, so the teacher has to find the method or technique which can increase the students' comprehension.

Related to these problems, the writer should be able to choose the appropriate technique in teaching reading comprehension by using peer tutoring. By choosing appropriate technique the students would pay more attention. The researcher assumes that peer tutoring improve the students' reading comprehension because in the peer tutoring the students share the opinion, experience and information to each other.

C. Focus of the Problem

According to the identification of the problem above, the problem of the students is low comprehension ability and inappropriate technique. In this case, the researcher was done the classroom action research about increasing the students' reading comprehension by using peer tutoring strategy in understanding the texts. The grade X.12 students of Senior High School in the second semester study about descriptive, news item, and recount texts. So in this research, the focus of the research is about understanding the reading comprehension by using peer tutoring strategy.

D. Research Question

Dealing with the focus of the problem, the problems are elaborated in some research questions as follow:

1. To what extent can peer tutoring strategy improve students' reading comprehension at grade X.12 of SMA N 2 Solok?
2. What are the factors that influence the changes of students' reading comprehension by using peer tutoring strategy at grade X.12 of SMA N 2 Solok?

E. Purpose of the Research

The purposes of this research are as follows:

1. To find out to what extent peer tutoring strategy can improve students' reading comprehension at grade X.12 of SMA Negeri 2 Solok,

2. To find out the factors that influence the changes of students' reading comprehension by using peer tutoring strategy at grade X.12 of SMA Negeri 2 Solok.

F. Significance of the Research

Theoretically, the writer expects that this research signifies to be one of the alternatives for any teacher teaching reading with an interesting technique favorable to the students. It is hoped that this study give advantages in researcher's teaching strategy and learning process in the classroom. Practically, it is expected that peer tutoring strategy applied in this study can help students to improve their reading comprehension of recount text not only in English class room but also in others subjects that require the student to read a lot.

G. Definition of The Key Terms

Reading comprehension: an activity to associate the prior knowledge in understanding the explicit and implicit message of the written material thus the reader can get ideas of the text.

Peer tutoring strategy: a classroom technique where learners correct each other, rather than the teacher doing this.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After applying the peer tutoring strategy which was done in three cycles, by observing and analyzing the task and the test result and observation during the process of teaching and learning, there is the improvement of the students' reading comprehension of recount text at grade X 12 of SMA N 2 Kota Solok. it can be seen from the mean score of the students' reading comprehension and observations that continuously increased in every process of teaching and learning. Based on the finding on the data collected of this research, it can be concluded that:

1. The implementation of peer tutoring strategy can improve the students' reading comprehension at grade X12 of SMA N 2 Kota Solok in 2014/2015 academic years. The improvement is shown by the increasing of average score of the students in every cycle and the process of teaching and learning which were collected from the observation sheets, field notes, and interview.

2. The improvement of the students' reading comprehension at grade X12 of SMA N 2 Kota Solok by using peer tutoring strategy is influenced by the following factors:
 - a. The first factor is material. One of the factors to make the success of the students reading comprehension is materials, topics or texts given. The topics are related to the students' real life, so they can easily understand the text well and the students can understand the topic or text when they have prior knowledge of the topic (text).
 - b. The second factor is media. It is one of the important factors which influenced the students' reading comprehension. Teacher must be creative in finding the appropriate media that related to the material or the topic. The good media would attract the students' attention before the lesson began. It also gave motivation to the students to follow the next activities in the process of teaching and learning process.
 - c. The third factor that influenced the changes of students' reading comprehension is the classroom activities. The teacher taught reading comprehension through the procedures of the peer tutoring activities, most of them were active and creative in doing the tasks, they could work together, help each other. The activities of peer tutoring could maximize the students' involvement in the classroom. The activities gave them opportunity to comprehend the text easily step by step and built the students' confident in learning.

- d. The fourth factor that influences the changes of students' reading comprehension is classroom management. The teacher should be able to control and manage the class well. The successful of learning depends on how well the teacher can organize and manage the class, whether monitor group work, using the time, and students' involvement of peer tutoring activities.
- e. The fifth factor is the teacher's approach. The students feel comfortable, enjoyable, and happy when the teacher approached them and helped them if they got difficulties in activity of peer tutoring. The teacher often gave guidance when they had trouble in learning. So, they become more enjoyable, enthusiasm and be self-confident in practicing and answering the question.
- f. The sixth factor is the teacher's strategy. The t teacher's strategy gives more opportunities to students in doing activities to comprehend the text, so makes them more active and have self-good confident.
- g. The last factor is the reward that given to the best group makes the students more diligent to develop their ability.

B. IMPLICATION

Applying peer tutoring in teaching learning process gives some advantages both for the teacher and the students. The teacher becomes more active in teaching and the students become more motivated in learning English.

The finding imply that using peer tutoring in teaching reading comprehension can be chosen as a strategy to solve learning problems in reading skills. So, it is expected for English teacher can implement the peer tutoring for the students in teaching and learning process. The result of this research can be considered by English teacher since it has been proved that peer tutoring can improve the students' reading comprehension. By using peer tutoring in comprehending the reading text, the students were easier to catch the idea or get the gist of each paragraph. It could prepare the students easily to know the meaning of the difficulty words using fix up strategies. Next, the students become creative and active in presenting and sharing their ideas to other groups. Then, the students have good self-confident and motivation because peer tutoring maximizes the students' involvement in classroom activities, so they enjoyed in learning English.

C. Suggestion

Related to the conclusion and implication, the suggestions can be given as follows:

1. The researcher himself as an English teacher should continue using applying peer tutoring strategy in teaching reading skill as an alternative strategy in teaching since it has been proved that peer tutoring strategy can improve the students' reading comprehension.
2. For other English teachers who have the same problem with the researcher can apply peer tutoring in their own classes to improve their students' reading comprehension.
3. Students may apply peer tutoring in their reading skill activities to comprehend English reading texts, especially to make students be able to search the information.
4. Because of the limitation of the research, further and longer studies about the implication of peer tutoring strategy are highly recommended to investigate whether this strategy can be a solving problem at the other classes or other school.

BIBLIOGRAPHY

- Aebershold, Jo & Mary L Field. 1998. *From Reader to Reading Teacher; Issues and Strategies for Second Language Classroom*. New York. Cambridge University Press.
- Adegbija, M.V. and Fakomogban, M.A. 2012. Instructional Media in Teaching and Learning. A Nigerian perspective. *Global media journal*. African edition 2012 vol 6(2).
- Alderson, J.C. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2009. *Penelitian Tindakan Kelas*. (Edisi Cetakan Ke Sembilan). Jakarta: Bumi Aksara.
- Asifa Sultana. 2009. "Peer Tutoring Strategy In ESL Classrooms". *BRAC University Journal*, VI (1): 11-19. Retrieved January 15th, 2014
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to language Pedagogy* (2nd ed). San Francisco. Longman: Pearson Education Co.
- Brown, H.D. 2010. *Principle of language learning and teaching*. New York. Longman: Pearson Education Co.
- Bryn, D. 1983. *Teaching English Perspective*. London: Longman
- Cooper, J.M. 2011. *Classroom Teaching Skills*. Wadsworth: Cengage Learning.
- Derewianka, Beverly. 1990. *Exploring How Texts Work*. Sidney: Primary English Teaching Association
- Derewianka, Beverly. 1992. *Exploring How Text Work*. Canberra: Primary English Teaching Association
- Devine, Thomas G. 1986 . *Teaching Reading Comprehension from Theory to Practice*. Boston : Allyn & Barrons
- Ferrance, E. 2000. *Action Research*. New York: Brown University